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ABSTRACT

An overview of the status of education and other demographic characteristics for Asian Americans, Blacks, Mexican Americans, American Indians, and Hispanic Americans is given in this report. Major findings follow: (1) In 1982, 36.5 percent of Black families and 29.9 percent of Hispanic families had incomes below poverty level, as compared to 9.1 percent for Whites. (2) 37.7 percent of all Black, and 35.2 percent of all Puerto Rican families were headed by single women. (3) Of female-headed nonwhite families, 70 to 80 percent live in poverty. (4) Almost 18 percent of Blacks and 10 percent of Hispanics were functionally illiterate in 1979. (5) All but two of the largest school systems in the country had enrollments of more than 50 percent minority students. (6) Black and Native American women outnumber men in higher education enrollments. (7) The proportion of Black and Hispanic high school graduates who go on to higher education declined between 1975 and 1980. (8) Over half of Hispanic and Native American students and over 40 percent of Black and Asian students were enrolled in two-year colleges. (9) Blacks received 6.4 percent and Hispanics 2.3 percent of the bachelor's degrees awarded in 1980. (10) Native American enrollment in professional schools dropped 35.9 percent between 1976 and 1980. (11) In 1979, 4.4 percent of faculty were Black and 1.4 percent were Hispanic. (Author/GC)

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ACE Annual Meeting
Toronto, Canada

SECOND ANNUAL STATUS REPORT

ED240207

Minorities In Higher Education

JAN 30 1985

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AMERICAN COUNCIL ON EDUCATION
Office of Minority Concerns

Reginald Wilson
Director

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Associate Director

Acknowledgments

The Office of Minority Concerns (OMC) of the American Council on Education is pleased to issue this second annual report on the status of minorities in higher education.

We hope that this report will be useful to all those who continue to work to ensure equal access to all levels of higher education for minorities. We welcome your comments and ideas for improving future reports.

We wish to acknowledge the excellent work of Cathy Kissee Sandoval, the principal researcher and writer of the report. Our thanks also go to Ingrid Schroth for typing the report.

The Fund for the Improvement of Postsecondary Education has generously supplied grant funds to underwrite the production of this report for both the OMC and the National Advisory Committee on Minority and Disadvantaged Students in Postsecondary Education.

Reginald Wilson
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Sarah E. Melendez
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JAN 30 1984

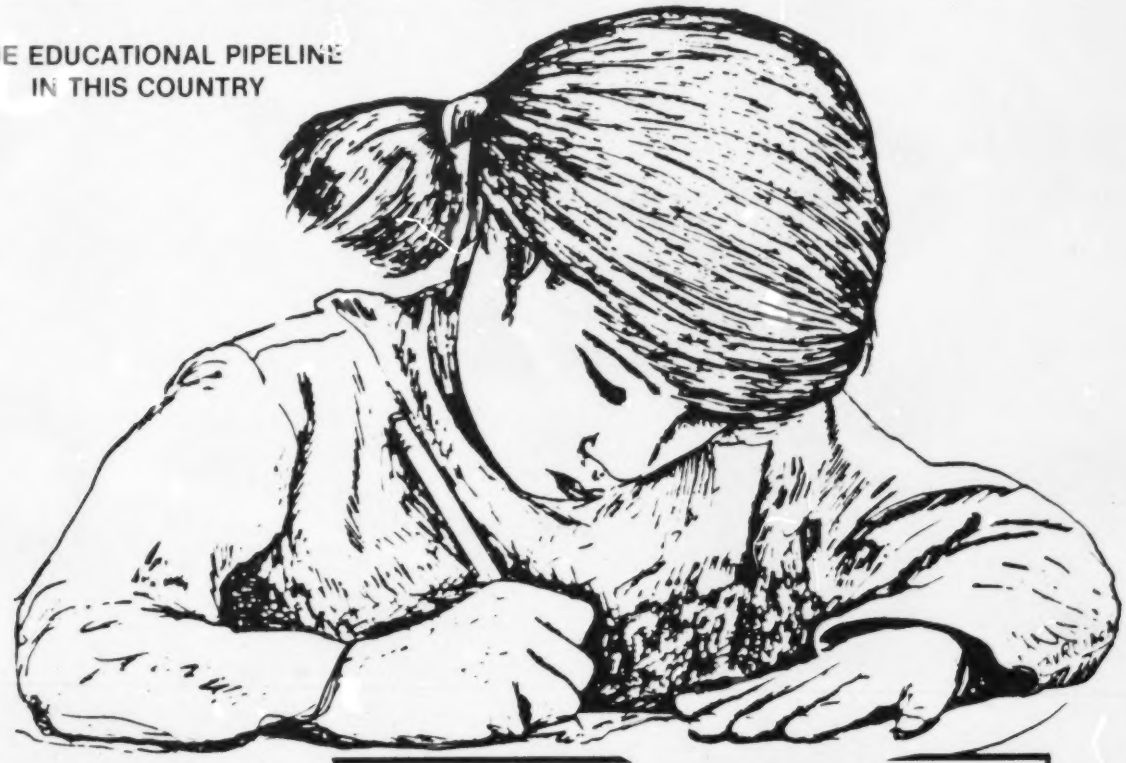
Executive Summary

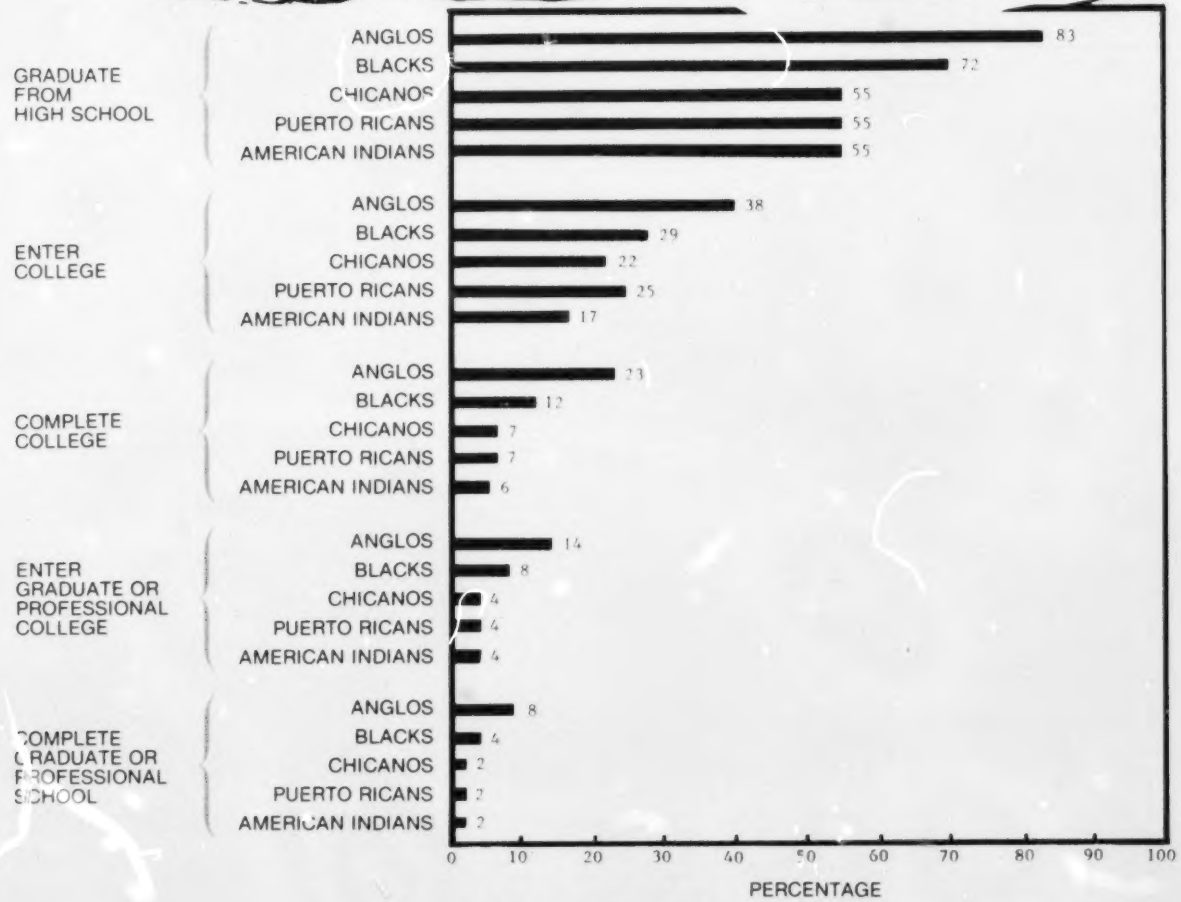
Following are some of the most salient and/or surprising facts from the second annual report on the status of minorities in higher education. They are underscored, at the risk of repetition, because they have profound policy implications.

1. In 1982, 35.6 percent of black families and 29.9 percent of Hispanic families had incomes below the poverty level. For whites, the figure was 9.1 percent.
2. 37.7 percent of all black, and 35.2 percent of all Puerto Rican families were headed by single women.
3. 70 to 80 percent of female-headed nonwhite families live in poverty.
4. Almost 18 percent and 10 percent of blacks and Hispanics, respectively, were functionally illiterate in 1979.
5. Twenty-three out of the twenty-five largest school systems in the country had enrollments of more than 50 percent minority students.
6. Blacks and Native American women outnumber men in higher education enrollments.
7. The proportion of black and Hispanic high school graduates who go on to higher education declined between 1975 and 1980.
8. Over half of Hispanic and Native American students and over 40 percent of black and Asian students were enrolled in two-year colleges.
9. Blacks received only 6.4 percent and Hispanics only 2.3 percent of the bachelor's degrees awarded in 1980.
10. Native American enrollment in professional schools dropped 35.9 percent between 1976 and 1980.
11. In 1979, 4.4 percent of faculty were black and 1.4 percent were Hispanic.

Minority participation in higher education, while dramatically improving in the 1960s and 70s, has declined at all levels in the 1980s for a complex combination of reasons including reduced financial aid, high unemployment, and more stringent entrance requirements. Despite a continued lag in performance, minorities improved significantly in achievement (National Assessment of Educational Progress) and in precollege test scores (SAT/ACT) over the last two years. Thus, there is not necessarily a discrepancy between commitment to the goal of excellence and the goal of equality and access.

THE EDUCATIONAL PIPELINE IN THIS COUNTRY





SOURCE: Alexander Astin, *Minorities in American Higher Education.* Jossey-Bass. 1982 (San Francisco, CA)

STATUS REPORT:

Minorities in Higher Education

Summary & Highlights

I. Statement of Purpose

This brief status report was prepared by the American Council on Education's Office of Minority Concerns with the cooperation of the Hispanic Higher Education Coalition to provide an overview of the condition of education for Asians, blacks, Chicanos, Native Americans, and Puerto Ricans. Particularly in this time of shifting political attitudes toward the priority of improving the education of minorities, documentation is needed regarding the access of minorities to higher education and their success in graduating from those institutions. ACE's Office of Minority Concerns seeks, through dissemination of such data, to:

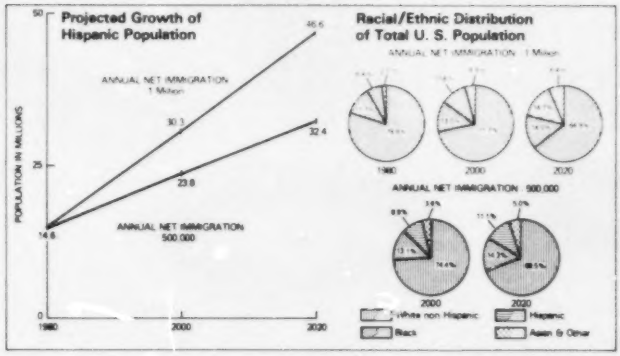
1. Provide current information on the status of minorities in higher education
2. Increase the number of minorities in higher education at all levels
3. Improve the retention rates of minorities at institutions of higher education
4. Increase the number of minority faculty and administrators.

II. Demographic and Socioeconomic Factors Affecting the Education of Minorities

Blacks are currently America's largest minority group, constituting approximately 11.7 percent of the population. Hispanics follow with 6.4 percent, while Asians and Native Americans constitute 1.5 percent and .6 percent of the population, respectively.[1] However, a combination of high fertility rates and immigration is expected to change that picture radically by the year 2020. Between 1950 and 1980, the U.S. population as a whole grew by just under 50 percent. Yet, the Hispanic population increased by 265 percent and blacks rose from 9.9 percent of the population to 11.7 percent.[2] By 2020 Hispanics are expected to be the nation's largest minority group, totaling about 14.7 percent of the U.S. population,[3] while blacks will constitute 14 percent, Asians approximately 5 percent, and Native Americans about 1 percent. (See Figure 1.)

These trends have several implications for higher education. Although the overall college age population (18-24-year olds) will be decreasing in the coming decades, that decline will mainly result from the shrinking white population. The black, Native American, Chicano, and Puerto Rican population is younger than the white population and growing at a faster rate. Thus, in contrast to whites, the proportion of minority college age persons will rise, and dramatically so in the case of Hispanics. (See Table 1.)

Figure 1
Population 1980 and as Projected for 2000 and 2020: Hispanics, Total U.S. Population, and Four Main Racial/Ethnic Groups



Racial ethnic group	1980 Number (millions)	1980 Percent of total	2000 Number (millions)	2000 Percent of total	2020 Number (millions)	2020 Percent of total
			Annual net immigration = 500,000			
Total U.S. population	226.5	100.0	267.4	100.1	291.5	100.0
White non-Hispanic	181.0	79.9	198.9	74.4	202.7	69.5
Black	26.5	11.7	35.2	13.1	41.7	14.3
Hispanic	14.6	6.4	23.8	8.9	32.4	11.1
Asian and other	4.4	2.0	9.5	3.6	14.7	5.0
			Annual net immigration = 1 million			
Total U.S. population			279.1	100.0	316.9	100.0
White non-Hispanic			200.3	71.7	205.6	64.9
Black			36.4	13.0	44.4	14.0
Hispanic			30.3	10.8	46.6	14.7
Asian and other			12.1	4.3	20.3	6.4

Source: Leon F. Bouvier and Cary B. Davis, *The Future Racial Composition of the United States* (Washington, D.C.: Demographic Information Services Center of the Population Reference Bureau, 1982)

Table 1
Median Age

GROUP	MEDIAN AGE
All Race	30.0
White	31.3
Black	24.9
American Indian, Eskimo or Aleutian	23.0
Asian, Pacific Islander	23.6
Other	22.3
Spanish Origin	22.1
Mexico Origin	21.4
Puerto Rican Origin	20.7
Cuban Origin	33.5
Central or South American Origin	25.1
Other Spanish Origin	22.1

Source: CPS, 1980.

Table 2
Mean Income of Hispanic, Black, and White Families: 1972-1981

(in constant 1981 dollars)

Year	Median family income			Hispanic family income as percent of white income	Black family income as percent of white income
	Hispanic	Black	White		
1972	17,790	14,922	25,107	71	59.9
1973	17,836	14,877	25,777	69	57.7
1974	17,594	14,765	24,728	71	59.7
1975	16,140	14,835	24,110	67	61.5
1976	16,390	14,766	24,832	66	59.4
1977	17,141	14,352	25,124	68	57.1
1978	17,518	15,166	25,606	68	59.2
1979	18,255	14,590	25,689	71	56.7
1980	16,242	13,989	24,176	67	57.8
1981	16,401	13,266	23,517	70	56.4

Source: Bureau of the Census: "Money Income and poverty Status of Families and Persons in the United States: 1981 (Advance Data from the March 1982 Current Population Survey). "Current Population Reports, Series P-60, No. 134, July 1982, Table 3.

Table 3
Poverty Rate of Hispanic, Black, and White Families: 1973-1982

Year	Percent of families below poverty level			Ratio of Hispanic to white poverty rate	Ratio of Black to white poverty rate
	Hispanic	Black	White		
1973	19.8	28.1	6.6	3.0	4.2
1974	21.2	26.9	6.8	3.1	3.9
1975	25.1	27.1	7.7	3.3	3.5
1976	23.1	27.9	7.1	3.3	3.9
1977	21.4	28.2	7.0	3.1	4.0
1978	20.4	27.5	6.9	3.0	3.9
1979	20.3	27.8	6.9	2.9	4.0
1980	23.2	28.9	8.0	2.9	3.6
1981	24.0	30.8	8.8	2.7	3.9

Source: Bureau of the Census, "Money Income and Poverty Status: 1981" (see Table 14), Table 15.

Other socioeconomic indicators provide a much dimmer view of the prospects for minorities. Between 1972 and 1981, the mean income of minorities continued to lag far behind that of whites. Blacks averaged $14,522 during that period, or 52.6 percent of the income of whites ($27,608), while Hispanics earned an average of $15,378 or 68.8 percent of white income. (See Table 2.) The mean income for Asians was $25,681 in 1979, or 104 percent of white income. But Asians, like blacks and Hispanics, had a larger proportion of families with dependent children, so that their income supported more people than did that of whites. Moreover, in 1982, 35.6 percent of black families and 29.9 percent of Hispanic families had incomes below the poverty level, in comparison to 12 percent of white families. (See Table 3.) In 1979, 13.6 percent of Asians had incomes below the poverty level, as compared with 9.1 percent of whites during that year. (See Table 4.) Households headed by a female with no husband present had the highest poverty rates — 36.3 percent — and for female-headed nonwhite families with several children, the poverty ratios mounted to 70 and 80 percent in 1982.[4] Puerto Rican and black women are the groups most likely to be in that position; 37.7 percent of all black and 35.2 percent of all Puerto Rican families are headed by women with no husband present. The incidence of female-headed households was also high for Native Americans, 23.4 percent, vs. 16.3 percent for Chicanos, 14.9 percent for Cubans, 11.2 percent for whites, and 11.0 percent for Asians.

The high proportion of minorities, particularly minority women, living under the poverty level underscores the importance of financial aid for minorities and suggests that their relatively greater poverty is both a reflection of and a factor affecting their low levels of educational attainment. As an example, in 1979 fully 17.6 percent and 9.6 percent of the Hispanic and black population, respectively, had completed less than five years of elementary school, and thus were classified as functionally illiterate, as compared with 2.1 percent of whites. In 1976, 5.3 percent of Asians, and 8.1 percent of Native Americans had completed less than five years of school, compared with 1.9 percent of whites. (See Tables 5 and 6.)

Overall, Asians had the highest level of educational attainment of all the groups: in 1980 74.1 percent of Asians twenty-five years and older had completed high school and 32.5 percent completed college. (See Table 4.) The 1980 census also shows that 87 percent of the white 25-29-year old population had completed high school in contrast to only 58.6 percent of the Hispanic population and 76.9 percent of the black population. In the same year, 23.7 percent of the white 25-29-year olds were college graduates, while only 7.8 percent of Hispanics and 11.7 percent of blacks had achieved that level of education. (See Table 7.) These figures show that despite the progress made in the education of minorities over the last fifty years, Hispanics, blacks, and Native Americans still lag far behind whites in their access to education.

Table 4
General, Social, and Economic Characteristics by Race and Spanish Origin: 1980

UNITED STATES STATES SEMSA'S 1,000,000 OR MORE	RACE WHITE	BLACK	ASIAN AND PACIFIC ISLANDER	SPANISH ORIGIN
		United States		
SEX AND AGE				
TOTAL PERSONS	189 079 281	26 504 985	3 697 542	14 588 876
MALE	92 092 208	12 524 921	1 803 799	7 264 473
FEMALE	96 987 073	13 980 064	1 893 743	7 324 403
UNDER 5 YEARS	12 734 888	2 435 299	320 309	1 661 736
5 TO 14 YEARS	27 645 962	5 168 973	623 307	3 019 031
15 TO 59 YEARS	116 743 268	15 962 692	2 431 758	8 902 380
60 TO 64 YEARS	8 992 659	851 520	107 389	304 065
65 YEARS AND OVER	22 962 504	2 086 501	214 779	701 664
FAMILY TYPE, PRESENCE OF OWN CHILDERN				
FAMILIES	50 447 534	6 092 694	827 548	3 287 852
WITH OWN CHILDREN UNDER 18 YEARS	24 925 548	3 714 375	509 049	2 229 040
MARRIED-COUPLE FAMILES	43 326 999	3 466 005	699 800	2 462 904
WITH OWN CHILDREN UNDER 18 YEARS	21 221 834	2 000 216	448 575	1 692 453
FEMALE HOUSEHOLDER, NO HUSBAND PRES	5 589 730	2 273 057	89 910	650 763
WITH OWN CHILDREN UNDER 18 YEARS	3 135 915	1 564 583	50 937	[illegible]
YEARS OF SCHOOL COMPLETED AND LABOR FORCE STATUS				
PERSONS 25 YEARS OLD AND OVER	114 301 249	13 189 216	2 109 923	6 726 556
ELEMENTARY (0 TO 8 YEARS)	19 013 059	3 651 341	360 354	2 749 058
HIGH SCHOOL: 1 TO 3 YEARS	16 736 499	2 866 703	184 223	1 067 273
4 YEARS	40 628 258	3 802 235	507 750	1 607 312
COLLEGE: 1 TO 3 YEARS	18 306 564	1 762 720	370 753	788 094
4 OR MORE YEARS	19 616 869	1 106 217	686 143	514 819
PERSONS 16 YEARS AND OVER	145 447 381	18 306 962	2 698 040	9 580 102
LABOR FORCE	90 507 346	10 838 021	1 788 369	6 075 414
EMPLOYED	84 134 204	9 300 661	1 665 706	5 421 433
UNEMPLOYED	5 205 468	1 272 784	85 788	552 723
FEMALE 16 YEARS AND OVER	75 742 475	9 918 999	1 407 850	4 860 804
LABOR FORCE	37 558 407	5 243 841	804 053	2 374 838
EMPLOYED	35 297 665	4 625 693	758 397	2 127 752
UNEMPLOYED	2 161 216	584 947	43 395	239 197
INCOME AND POVERTY STATUS IN 1979				
FAMILES	50 447 534	6 092 694	827 548	3 287 852
LESS THAN $5,000	2 787 414	1 182 862	68 200	453 842
$5,000 TO $7,499	2 766 012	673 230	44 565	315 817
$7,500 TO $9,999	3 290 715	608 119	45 525	306 156
$10,000 TO $14,999	7 223 147	1 020 274	103 100	600 469
$15,000 TO $19,999	7 760 453	817 064	103 835	500 229
$20,000 TO $24,999	7 515 791	612 596	108 380	399 284
$25,000 TO $34,999	10 258 767	719 560	161 676	447 212
$35,000 TO $49,999	5 723 598	343 550	121 727	186 435
$50,000 OR MORE	3 121 637	115 439	70 540	78 408
MEDIAN.....DOL	20 840	12 618	22 075	14 711
MEAN.....DOL	24 279	15 721	25 681	17 360
PERSONS, POVERTY STATUS DETERMINED	184 431 365	25 661 955	3 610 970	14 343 741
INCOME IN 1979 BELOW POVERTY LEVEL	17 301 569	7 752 010	503 089	3 409 754

SOURCE: 1980 Census.

Table 5
Years of School Completed by Population 25 Years Old and Over, by Region and Racial/Ethnic Group: March 1979

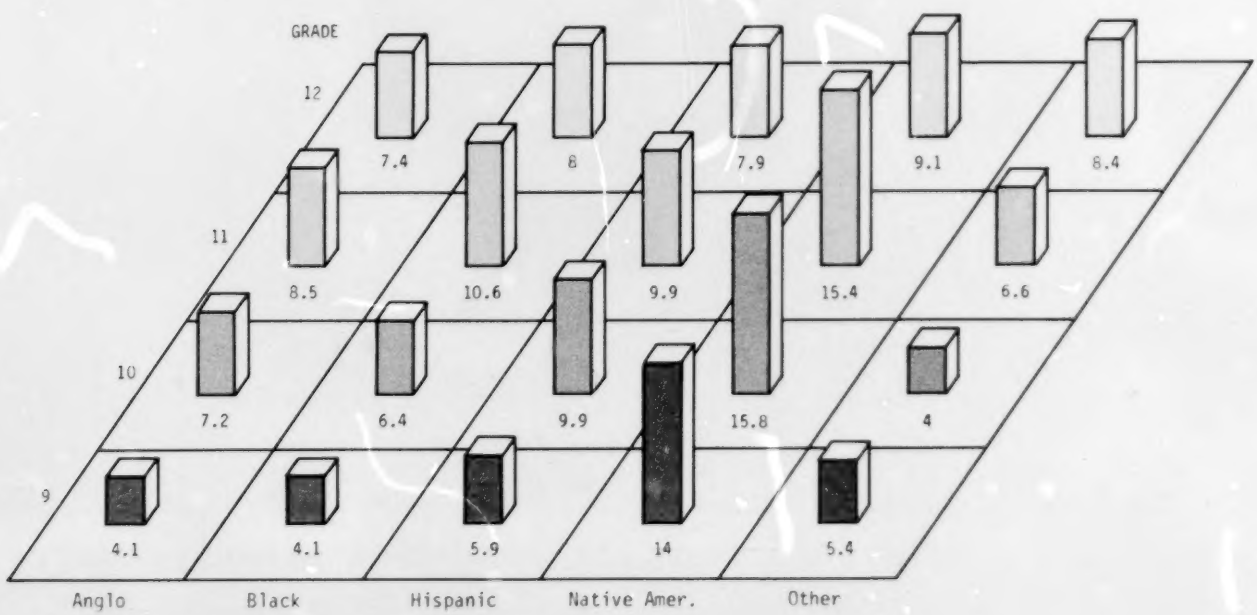
Region and racial/ethnic group	Population in thousands	Percent, by years of School completed: Less than 5 years of elementary school	Less than 4 years of secondary school	4 years or more of secondary school	1 year or more of college	4 years or more of college	Median years of school completed
Total.....	125,295	3.5	32.3	67.7	31.1	16.4	12.5
White.....	110,798	2.7	30.3	69.7	32.2	17.2	12.5
Black.....	12,227	9.6	50.6	49.4	19.4	7.9	11.9
Hispanic[1].....	5,367	17.6	58.0	42.0	16.4	6.7	10.3[2]
Northeast....	28.997	2.4	32.2	67.8	29.2	16.9	12.5
White.....	26,288	2.1	31.3	68.7	29.8	17.4	12.5
Black.....	2,394	4.7	42.7	57.3	20.6	9.2	12.2
Hispanic[1].....	1,032	12.6	58.7	41.3	15.6	7.9	10.4
North Central	32,786	2.1	31.5	68.5	28.8	14.9	12.3
White.....	29,985	1.8	30.3	69.7	29.2	15.4	12.5
Black.....	2,499	5.3	45.1	54.9	21.8	7.4	12.1
Hispanic[1].....	424	17.5	58.5	41.5	16.3	6.3	10.4
South.....	40,574	5.6	37.5	62.5	28.9	15.2	12.4
White.....	33,913	4.1	33.8	66.2	31.1	16.6	12.5
Black.....	6,348	14.0	57.8	42.2	16.1	7.5	11.0
Hispanic[1].....	1,795	20.9	59.1	40.9	15.8	7.0	9.5
West.....	22,939	2.9	24.2	75.8	40.8	20.1	12.7
White.....	20,612	2.4	23.1	76.9	41.3	20.5	12.8
Black.....	1,031	4.5	37.7	62.3	30.6	8.3	12.4
Hispanic[1].....	2,116	17.3	56.5	43.5	17.4	5.9	10.7

[1] Hispanics may be of any racial group.

[2] The median years of school completed was 9.9 for Chicanos, 10.2 for Puerto Ricans and 12.1 years for other Hispancis.

SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Reports, "Educational Attainment in the United States, March 1979 and 1978," Series P-20, No. 356, 1980.

Figure 2
Dropout Rate in New Mexico by Grade and Ethnicity



Source: Cavatta, Jerry C. New Mexico Dropout Study: 1981-82 School Year Evaluation, Testing and Data Mangaement, State Department of Education. Santa Fe, 1982.

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Table 6
Educational Status and Attainment of Adolescents and Adults, by Racial/Ethnic Group, Nativity, and Language Background: Spring 1976

Characteristic	14 to 17 year olds		18 years old and over	
	Enrolled 2 or more years below expected grade[1]	Dropped out	Functionally Illiterate (Completed less than 5 years of schooling	Completed less than 12 years of schooling
	Percent			
Total	17.5	9.6	3.1	28.0
Native born	17.5	9.4	2.4	26.7
Foreign born	18.0	16.2	11.2	44.0
Non-English language background	18.5	16.2	8.8	45.1
Other background (includes English)	17.4	8.9	2.1	25.1
White[2]	17.4	7.3	1.9	25.2
Native born	17.4	7.7	1.5	24.2
Foreign born	17.0	10.7	9.6	43.3
Non-English language background	19.2	8.4	6.2	44.2
Other background (includes English)	17.3	7.7	1.4	22.9
Black[2]	17.7	15.4	7.6	41.7
Native born	17.7	15.4	7.7	41.9
Foreign born	(3)	(3)	3.8	33.2
Non-English language background	(3)	(3)	10.2	35.8
Other background (includes English)	17.6	15.4	7.6	41.8
Hispanic	19.4	20.1	13.7	49.3
Native born	18.9	19.1	10.4	44.8
Foreign born	22.1	24.8	19.4	57.1
Non-English language background	19.2	21.6	15.3	53.0
Other background (includes English)	20.8	11.1	.3	17.2
Asian American	8.0	8.3	5.3	22.5
Native born	(3)	(3)	1.2	11.3
Foreign born	(3)	(3)	7.5	28.4
Non-English language background	(3)	(3)	6.4	26.0
Other background (includes English)	(3)	(3)	.4	6.0
American Indian	13.4	21.6	8.1	41.9
Native born	12.5	22.0	8.2	42.0
Foreign born	(3)	(3)	2.3	24.5
Non-English language background	(3)	(3)	17.8	49.3
Other background (includes English)	(3)	(3)	4.8	39.4

[1]Expected grade in the spring of the year is defined for 14-year-olds as 8th grade, for 15-year-olds as 9th grade, for 16-year-olds as 10th grade, etc. Thus a 14-year-old student in the 6th grade in the spring of the year would be counted as enrolled 2 years below expected grade.

[2]Non-Hispanic.

[3]Base less than 75,000 not shown.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Survey of Income

III. Elementary and Secondary Education

In 1980 approximately 26.7 percent of the students enrolled in the nation's public elementary and secondary schools were minorities. As mentioned previously, blacks, Chicanos, Native Americans, and Puerto Ricans have a much higher high school noncompletion rate than whites and leave school earlier. By age 14 or 15, 8 percent of Hispanics have dropped out of school, despite mandatory education laws, and 2.5 percent of 14-15-year old blacks and 1.7 percent of whites are not enrolled in school. In 1981, school enrollment among Hispanics was 83 percent for 16-and 17-year olds compared with some 91 percent for blacks and whites, and only 38 percent at ages 18 and 19, in contrast to roughly one-half for blacks and whites. Some 36 percent of Hispanics aged 18 and 19 were not enrolled in school and were also not high school graduates; i.e., they were dropouts. This was more than double the figure for whites of that age (16 percent) and almost double that of blacks (19

Table 7
Educational Attainment of Racial/Ethnic Groups, by Age Group: March 1980

Age	Population in Thousands	Percent High School Graduates[1]	Percent College Graduates[2]
White:			
25 years old and over	112,899	70.5	17.8
25 to 29 year old	15,914	87.0	23.7
30 to 34 years old	14,644	86.7	27.1
35 to 39 years old	12,084	81.8	23.4
40 to 44 years old	10,076	77.9	20.3
45 to 49 years old	9,639	73.7	17.3
50 to 54 years old	10,280	69.0	15.4
55 to 59 years old	10,122	67.2	13.3
60 to 64 years old	8,695	59.6	11.0
65 to 69 years old	7,651	48.9	9.6
70 to 74 years old	5,922	44.3	9.6
75 years old and over	7.373	35.8	8.0
Black:			
25 years old and over	12,613	51.2	7.9
25 to 29 years old	2,079	76.9	11.7
30 to 34 years old	1,753	74.4	13.7
35 to 39 years old	1,444	67.1	10.1
40 to 44 years old	1,229	58.9	5.9
45 to 49 years old	1,147	46.2	7.6
50 to 54 years old	1,122	38.1	6.9
55 to 59 years old	993	34.0	4.6
60 to 64 years old	828	26.1	2.6
65 to 69 years old	823	22.0	4.1
70 to 74 years old	538	20.4	3.6
75 years old and over	658	10.0	1.6
Hispanic[3]:			
25 years old and over	5,896	45.3	7.9
25 to 29 years old	1,185	58.6	7.8
30 to 34 years old	1,001	55.3	10.6
35 to 39 years old	750	50.3	9.6
40 to 44 years old	721	48.3	8.5
45 to 49 years old	547	42.2	8.8
50 to 54 years old	499	35.7	6.2
55 to 59 years old	372	27.5	4.3
60 to 64 years old	259	31.7	5.7
65 to 69 years old	240	26.0	7.6
70 to 74 years old	143	14.0	2.5
75 years old and over	180	10.6	2.5

[1]Completed 4 years of high school or more.

[2]Completed 4 years or more of college.

[3]Persons of Hispanic origin may be of any race and may be included in the white and black counts.

NOTE: Civilian population, including Armed Forces living off post or with their families on post.

SOURCE: U.S. Department of Commerce, Bureau of the Census, March 1980 Current Population Survey, unpublished tabulations.

Table 9
Minority Student Enrollment of 25 Largest City School Systems: 1978, 1968

	1978 Student Enrollment	Percent Minority	1968 Student Enrollment	Percent Minority
York City	998,947	71.3	1,063.787	54.2[c]
Los Angeles	556,236	70.3	653.549	42.5[c]
Chicago	494,888	78.5	582,274	61.5[c]
Dade County (Miami)	229,254	62.2	232,465	41.3
Detroit	220,657	85.3	296,097	61.2
Baltimore	149,467	77.6	192,171	65.1
Houston	142,553	70.6	246,098	46.2
Dallas	132,289	66.2	159,924	38.1
San Diego	115,007	38.3	128,914	21.7
Memphis	113,108	74.0	125,813	53.6
Washington, D.C.	108,903	96.0	148,725	93.5
Cleveland	103,627	67.6	156,054	57.9
Milwaukee	95,602	49.4[a]	130,445	23.9[d]
New Orleans	88,714	85.8	110,783	67.1[d]
Columbus	82,691	36.8	110,699	26.0[d]
Albuquerque	81,913	46.7[a]	79,669	37.7
Atlanta	76,625	90.5	111,227	61.7[d]
Indianapolis	73,569	48.2[a]	108,587	31.7[d]
St. Louis	72,515	74.8	115,582	6.5[d]
Boston	71,303	60.4	94,174	27.1
Denver	68,830	55.5	96,577	33.1
Ft. Worth	68,224	52.6	86,528	32.7
Newark	65,575	90.7	75,960	81.3
San Antonio	63,214	87.1	79,353	72.9
Total	4,519,334	71.3[b]	5,468,072	51.9[b]

Note:

a= By 1980, these school systems (Milwaukee, Albuquerque, and Indianapolis) were more than 50 percent minority.
b= Weighted percent minority, based on total minority figure of 3,224,347 in 1973 and 2,337,019 in 1983.
c= Does not include Asian American student population amounting to about another 2 percent in New York City, 4 percent in Los Angeles, and 3 percent in Chicago.
d= Does not include Hispanic student population amounting to 1.25 percent for each school system.

Source: Raw data obtained from U.S. Office of Civil Rights. "Fall 1968 Racial and Ethnic Enrollment in Public and Secondary Schools": "Negroes in 100 largest School Districts. Ranked by Size. Fall 1968: "Spanish Surnamed Americans in Selected Large School District. Ranked by Size, Fall 1968: and "The 50 largest School Districts in the Nation. 1978 Survey." Released December 1981. Also see Allan C. Ornstein, Educational and Social Inquiry. (Itasca, Ill.: Peacock. 1978), p. 127.

Table 8
Percentage of High School Dropouts, by Age and Racial or Ethnic Group (Weighted Five-Year Averages, 1974-1978)

Group	Age 14	15	16	17	18	19	20	21	22	23	24	25	Ages 20-25 Combined (N)	Ages 20-25 Combined Mean Percentage
Whites	1	2	6	10	13	16	18	17	18	18	18	18	(58,873)	17.8
Blacks	1	2	6	12	20	27	27	30	31	32	29	28	(6,560)	29.4
Chicanos	2	6	16	23	31	41	43	45	50	51	56	53	(2,508)	49.7
Puerto Ricans	2	4	12	19	36	42	52	49	54	62	41	56	(548)	52.5

NOTE: A dropout was defined as any person who, at the time of the survey, was not a high school graduate and was not enrolled in school. Data on American Indians are not provided by the Current Population Surveys.

SOURCE: Current Population Survey Public Use Tapes for October Surveys, 1974-1978, obtained from the Bureau of the Census, U.S. Department of Commerce. Published in Astin, Alexander, Minorities in American Higher Education. Jossey Bass, San Francisco, 1982.

Table 10
Curricular Programs[1] of 1980 High School Seniors, by Sex, Racial/Ethnic Group, Ability, and Socioeconomic Status (SES): Spring 1980

Characteristic	Total	Academic	General	Vocational								
				Total Vocational	Agriculture	Office Occupations	Distributions	Occupational Health	Occupational Home Economics	Occupational Technical	Occupational Trade and Industrial	Sample Size
	Percentage Distribution											
Total	100.0	38.73	6.9	24.5	2.7	9.8	2.1	1.1	1.3	2.1	5.4	27,775
Sex:												
Male	100.0	39.0	38.0	23.0	3.9	3.3	1.9	.4	.4	3.6	9.5	12,724
Female	100.0	38.4	35.9	25.8	1.6	15.7	2.3	1.7	2.1	.7	1.7	13,878
Racial/ethnic group:												
White non-Hispanic	100.0	39.8	37.1	23.1	2.5	9.4	2.0	1.0	.9	2.0	5.3	19,618
Black non-Hispanic	100.0	33.0	35.2	31.8	3.7	11.9	3.0	1.6	3.6	1.8	6.2	3,695
Hispanic	100.0	26.9	41.6	31.5	4.4	10.5	2.2	1.4	2.3	2.8	7.9	3,107
American Indian/ Alaskan Native	100.0	24.4	45.5	30.1	4.7	9.2	1.3	1.4	.7	1.3	11.5	211
Asian or Pacific/ Islander	100.0	52.4	29.0	18.5	1.8	8.2	1.6	1.2	1.3	3.0	1.5	362
Ability[2]												
Low	100.0	13.8	47.1	39.0	5.4	13.1	3.5	1.9	3.2	2.2	9.7	6,796
Middle	100.0	33.5	40.9	25.8	2.7	11.5	2.2	1.0	.9	2.2	5.3	12,081
High	100.0	72.3	20.0	7.8	.4	3.2	.7	.3	.1	1.5	1.6	5,822
SES[3]												
Low	100.0	21.1	43.4	35.4	4.4	13.6	2.8	1.8	2.4	2.5	7.9	8,237
Middle	100.0	36.3	38.4	25.2	2.8	10.2	2.2	1.0	1.0	2.2	5.8	12,655
High	100.0	62.0	27.4	10.5	.8	4.2	1.2	.4	.4	1.2	2.3	6,129

[1]Curricular programs can be generally defined as follows: academic -- those preparing students for college; vocational -- those preparing students for employment immediately following high school graduation; general -- those with students considering themselves to be in neither academic nor vocational programs. For specific vocational programs, see the Definitions of Selected Terms in the Appendix.

[2]The general academic ability index was derived from four base-year "Test Book" scores; vocabulary, reading, letter groups, and mathematics.

[3]The SES index was based on a compostie score involving five componets: father'e education, motehr's education, partental income , father's occupation, and a household itmes index.

NOTE: Precision of the estimates may be calculated using the sample size following procedures provided in the Data Sources in the Appendix.

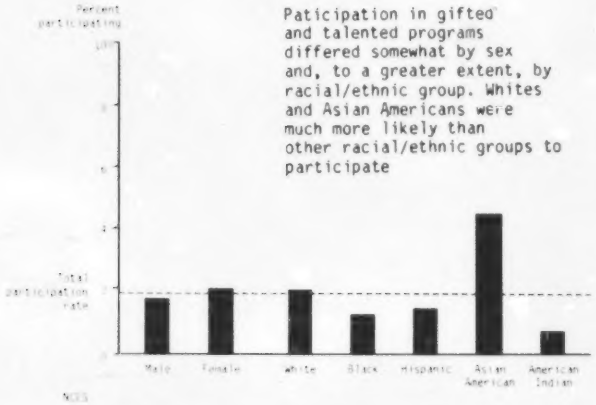
SOURCE: U.S. Department of Education, National Center for Educatio Statistics, High School and Beyond Study, unpublished tabulations (August 1982).

percent). (See Table 8.) Available data indicate that the high school dropout rate of Native Americans is similar to that of Hispanics and even higher in some states such as New Mexico. (See Figure 2.)

Hispanics and blacks were also more likely than whites to be enrolled below their expected grade level, and high school dropout rates are highest among this group. (See Table 6.) Additionally, minorities tend to be highly concentrated in certain areas of the country and to attend segregated schools. In 1980, 68 percent of all Hispanic students and 63 percent of black students nationwide were in predominantly minority schools.[5] In twenty-three of the twenty-five largest city school systems, minorities constituted 50 percent or more of enrollments or eight out of ten students. (See Table 9.) Given current trends, by 1990 nine out of ten students in those school districts will be minorities.[6]

Blacks, Chicanos, Native Americans, and Puerto Ricans are also more likley than whites to be enrolled in vocational or general high school curriculum programs, rather than an academic program. (See Table 10.) Furthermore, Asians and whites more frequently take advanced science and mathematics courses, which are prerequisites for premedical, engineering, and other science-related college majors. Asians and whites are also much more likely than the other groups to participate in gifted and talented programs. (See Table 11.)

Table 11
Participation in Gifted and Talented Programs by Sex and Racial/Ethnic Group



Paticipation in gifted and talented programs differed somewhat by sex and, to a greater extent, by racial/ethnic group. Whites and Asian Americans were much more likely than other racial/ethnic groups to participate

Not surprisingly, this educational tracking (as well as family income) is reflected in the reading and math scores (Table 12) and the Scholastic Aptitude Test (SAT) scores of each group. Asians and whites consistently score higher on those tests, and, there is a direct correlation between family income and the student's score on the SAT. Controversy abounds, however, about the contextual, class, cultural, and language biases inherent in those tests, and their ability to predict the performance of blacks, Hispanics, and Native Americans in college.

Nonetheless, SATs continue to be a factor in college admissions decisions, as are high school grades and the type of program in which a student is enrolled. Until the barriers to access stemming from inadequate preparation and inequitable opportunities to learn what is measured on tests are improved, blacks, Chicanos, Native Americans, and Puerto Ricans will continue to be underrepresented in institutions of higher education.

Table 12
Standardized Scores on Assessment Areas and Socioeconomic Status of Secondary School Sophomores and Seniors, by Racial/Ethnic Group: Spring 1980

Level and subject	Total	White	Black	Hispanic ethnicity: All Hispanic	Mexican	Puerto Rican	Cuban	Other Hispanic	Asian American	American Indian
	Standardized Scores[1]									
Sophomores										
Vocabulary	50.0	52.0	42.4	44.9	44.2	44.0	48.1	46.1	51.6	45.0
Reading	50.0	51.7	44.2	45.1	44.6	44.5	48.6	45.8	51.6	46.2
Math part 1	50.0	51.8	43.1	44.9	44.5	43.9	48.0	45.7	55.7	44.6
Math part 2	50.0	51.3	44.9	46.2	45.7	45.5	49.3	46.9	55.5	46.2
Science	50.0	52.1	41.6	44.5	44.0	42.9	46.3	45.7	51.5	46.1
Writing	50.0	51.8	43.3	44.9	44.8	43.3	46.8	45.5	53.7	46.0
Civics	50.0	51.3	45.7	45.9	45.7	46.0	45.6	46.5	51.0	45.5
Socioeconomic status (SES) composite[2]	50.0	51.3	46.1	46.0	45.0	44.2	47.3	48.8	51.7	47.2
Seniors										
Vocabulary part 1	50.0	51.4	43.6	44.8	44.5	44.3	48.5	44.8	50.2	45.8
Vocabulary part 2	50.0	51.3	43.9	45.2	44.8	45.4	48.3	45.2	50.5	56.6
Reading	50.0	51.5	43.4	43.7	43.6	43.7	46.4	43.4	50.3	46.6
Math part 1	50.0	51.5	42.8	44.1	43.8	43.4	48.2	44.1	54.2	45.2
Math part 2	50.0	50.9	45.4	46.1	46.2	46.0	48.4	45.5	55.4	46.0
Mosaic Comparison part 1	50.0	50.9	44.4	48.0	47.9	50.0	49.7	47.5	52.4	49.3
Mosaic Comparison part 2	50.0	51.0	43.9	47.5	47.9	48.9	48.8	46.0	54.6	48.2
Three Dimensional Visualization	50.0	51.0	43.9	46.9	47.2	46.9	49.2	45.8	55.2	50.0
Socioeconomic status (SES) composite[2]	50.0	51.2	45.1	45.7	44.9	41.9	47.6	48.1	51.9	47.3

[1] Scores are standardized to a mean of 50 points and a standard deviation of 10 points.
[2] Socioeconomic status (SES) composite computed from father's occupation, father's education, mother's education, family income, and a household item index.

NOTE: Racial/ethnic categories are mutually exclusive.

SOURCE: U.S. Department of Education, National Center for Education Statistics, High School and Beyond Study, unpublished tabulations.

IV. Higher Education Enrollment

In 1980, out of 9.3 million undergraduate students enrolled in institutions of higher education in the fifty states and D.C., approximately 1.6 million were minorities. Blacks represented 10 percent of total undergraduates, Hispanics 4.2 percent, Asians 2.3 percent, and Native Americans .7 percent. (See Table 13.) As in the case of white women, the number of Native American, black, and Hispanic women enrolled in undergraduate programs exceeded the number of men from those groups enrolled in college. This is a relatively new phenomenon for Hispanic women, in particular, and for Native American women, but a trend that should accelerate in the coming years. Currently, only for Asians does the undergraduate male population exceed the female, and it is difficult to predict whether that pattern will be reversed in the coming years.

Despite the fact that the number of minority women enrolled in undergraduate programs is increasing, the overall representation of minorities in higher education has been decreasing since 1975. Between 1975 and 1980 the number of blacks enrolled in college as a percent of high school graduates declined 4.2 percent from 32.0 percent to 27.8 percent. Hispanics fell 5.5 percent from 35.4 percent of high school graduates to 29.9 percent, while whites dropped by only .2 percent. (See Table 14.) Additionally, although the absolute number of black undergraduates increased between 1976 and 1980, the percentage of blacks as a proportion of the total declines.

Aside from the number of minority students enrolled, the type of institution in which they are enrolled is an important concern. While 34.4 percent of white students went to two-year colleges, over half of all Native American and Hispanic students were enrolled in community colleges, as were 41.9 percent of all black and 41.3 percent of all Asian students. (See Table 15.) Whites are relatively highly concentrated in both public and private universities

Table 13
Fall Enrollment[1] in Higher Education, by Racial/Ethnic Group and Enrollment Level: 1980, with Percent Change From 1978

Category[2]	Total[3]	Level		
		Undergraduate	Graduate	First-Professional
		Number in 1980		
Total	12,087,625	9,262,820	1,096,455	276,844
Racial/ethnic group:				
White[4]	9,831,493	7,465,722	898,290	247,271
Black[4]	1,106,445	932,055	59,929	12,822
Hispanic	471,686	390,440	24,257	6,534
American Indian/Alaskan Native	85,798	68,708	4.381	1,191
Asian or Pacific Islander	286,408	214,989	23,475	6,124
Nonresident alien	305,795	190,906	86,123	2,902
		Percent Change, 1978 to 1980		
Total	8	8	2	9
Racial/ethnic group:				
White[4]	7	7	-1	8
Black[4]	5	5	-3	12
Hispanic	13	12	15	22
American Indian/Alaskan Native	10	12	16	11
Asian or Pacific Islander	22	21	14	28
Nonresident alien	21	23	17	-5

[1]Excludes enrollment not reported by racial/ethnic group. Of a total of 12,096,895 students in the 50 states and DC, only 9,270, or less than 1 percent, were not classified in one of the groups.

[2]Students classified in the five racial/ethnic groups are United States citizens or permanent residents in the U.S. Nonresident aliens, not classified by racial/ethnic group, constitute a separate category.

[3]Total may exceed sum of enrollment by level because it includes students classified by racial/ethnic group but who are not candidates for a degree or other formal award, and hence could not be classified by level.

[4]Non-Hispanic.

SOURCE: U.S. Department of Education, National Center for Education Statistics, unpublished tabulations from the Higher Education General Information Survey.

Table 14
Population, High School Graduates, and College Enrollment of 18- to 24-Year-Olds, by Racial/Ethnic Group: 1970, 1975, and 1980

Racial/Ethnic Group and Year	Population	High School Graduates	College Enrollment	High School Graduates as a Percent of Population	College Enrollment as a Percent of Population	College Enrollment as a Percent of High School Graduates
	Numbers, in Thousands			Percent		
White						
1970	19,608	15,960	5,305	81.4	27.1	33.2
1975	22,703	18,883	6,116	83.2	26.9	32.4
1980	23,975	19.787	6,334	82.5	26.4	32.0
Black						
1970	2,692	1,602	416	59.5	15.5	26.0
1975	3,213	2,081	655	64.8	20.7	32.0
1980	3,555	2,479	688	69.7	19.4	27.8
Hispanic						
1970	-	-	-	-	-	-
1975	1,446	832	295	57.5	20.4	35.4
1980	1,962	1,054	315	53.7	16.1	29.9

- Not available.

NOTE: Not all races are represented and categories are not discrete, in that a person in the Hispanic ethnic group may also be counted in a racial group.

SOURCE: U.S. Department of Commerce, Current Population Reports, "School Enrollment-Social and Economic Characteristics of Students," Series P-20, Nos. 222, 303,362.

Table 15
Enrollment in Institutions of Higher Education by Racial and Ethnic Group and Control and Type of Institution, Fall 1978

Type & Control of Institution	Total[1]	White[2]	Black[2]	Hispanic	Asian or Pacific Islander	American Indian/ Alaskan Native
All institutions:						
Number	11,231,172	9,194,031	1,054,371	417,271	235,064	77,873
Percent	100.0	100.0	100.0	100.0	100.0	100.0
Public universities:						
Number	2,062,293	1,807,325	102,162	36,027	42,633	9,738
Percent	18.4	19.7	9.7	8.6	18.1	12.5
Private universities						
Number	718,434	600,237	44,825	17,091	17,871	2,226
Percent	6.4	6.5	4.3	4.1	7.6	2.9
Public other 4-year:						
Number	2,833,759	2,277,778	322,718	104,221	56,468	17,447
Percent	25.2	24.8	30.6	25.0	24.0	22.4
Private other 4-year:						
Number	1,588,220	1,341,883	142,050	33,014	20,869	5,541
Percent	14.1	14.6	13.5	7.9	8.9	7.1
Public 2-year:						
Number	3,873,690	3,050,957	414,640	222,284	96,300	41,263
Percent	34.5	33.2	39.3	53.3	41.0	53.0
Private 2-year:						
Number	154,776	115,833	27,976	4,634	923	1,618
Percent	1.4	1.3	2.7	1.1	0.4	2.1
	35.8	34.4	41.9	54.3	41.3	55.0

[1]Represents the total head count for all races of students in the 50 states and DC, a difference of 31,184 from the total head count of all students because some institutions were unable to identify the race of students enrolled.

[2]Non-Hispanic.

NOTE: Details may not add to totals because of rounding.

SOURCE: Nancy B. Dearman and Valena White Plisko, National Center for Education Statistics, The Condition of Education, 1980 Edition (Washington, DC), p. 110.

at the top of the institutional hierarchy. Indeed, whites are twice as likely as either blacks or Hispanics to be enrolled in a public university and about 50 percent more likely to be enrolled in a private university. Whites are also more than twice as likely than minorities to enroll in some type of private institution.[8]

The quality of eduational resources available at various types of institutions and the differential degree attainment rates associated with two-year and four-year colleges makes these patterns significant. Alexander Astin in *Minorities in American Higher Education* shows that four-year colleges, universities, and especially private institutions have more resources for almost all of the important areas of educational expenditures than do two-year and public colleges in which minorities tend to be concentrated. Astin also found that for all categories of students, the numbers who completed their bachelor's degrees within nine years are much higher — two or three times higher — in universities and four-year colleges than in two-year colleges.[9] This suggests that efforts to increase the number of minorities in higher education must focus on the type and caliber of institution minorities go to as well as the numbers who go.

V. Retention and Graduation

As mentioned above, persistence in baccalaureate completion is an important consideration in the assessment of the progress of minorities in education. Data from the National Longitudinal Survey of high school students indicate that the withdrawal rate for black and Hispanic students was higher than that for white students. The withdrawal rate for all students was higher at two-year colleges, and the reasons for withdrawal were mostly nonacademic. (See Table 16.) Hispanics most often listed financial difficulties as the reason for withdrawal while whites said they "wanted to get practical experience." Students of all racial and ethnic groups on financial assistance left college at a lower rate than those who received no aid, and persistence rates were also directly related to socioeconomic status.[10]

As a final measure of the result of undergraduate study, 931,583 bachelor's degrees were conferred by colleges and universities in 1980. Whites earned 86.3 percent of them, blacks 6.4 percent, Hispanics 2.3 percent, Native Americans .3 percent, and Asians 2 percent. For blacks, Hispanics, and Native Americans, women earned more B.A.'s than did men. The opposite was true for Asians and whites. (See Table 17.)

Table 16
Total Withdrawals (in Percent) of Those Entering College by the Fall of 1973: By Sex and Race

	MALE			FEMALE		
	Black	Hispanic	White	Black	Hispanic	White
Four-Year College	27.03	27.90	22.66	27.40	21.20	23.93
Academic withdrawal	5.88	4.45	6.18	6.76	4.81	3.99
Non-academic	21.15	23.45	16.47	20.64	16.39	19.94
N	294	88	2769	453	75	2476
Two-Year College	53.60	47.11	38.72*	43.77	43.36	37.81
Academic withdrawal	6.28	12.67	6.33	6.85	5.06	4.53
Non-academic	47.32	34.44	32.39*	36.92	38.30	33.28
N	145	110	1405	214	100	1238

*The percentage for Blacks was significantly greater than that for Whites (Z 2.33, p .01).

SOURCE: U.S. Department of Health, Education, and Welfare, National Center for Education Statistics, National Longitudinal Study, (NLS) Withdrawal from Institutions of Higher Education, An Appraisal with Longitudinal Data Involving Diverse Institutions, 1977.

Table 17
Bachelor's Degrees[1] Conferred by Institutions of Higher Education in the 50 States and D.C., by Racial/Ethnic Group and Sex: 1975-76, 1976-77, 1978-79, 1980-81

Racial/ethnic group and sex	Bachelor's Degrees							
	1975-76	%	1976-77	%	1978-79	%	1980-81	%
Total	918,388		915,131		916,347		931,583	
White[2]	811,599	88.4	805,186	87.9	799,617	87.2	804,469	86.3
Black[2]	59,122	6.4	58.515	6.3	60,130	6.5	60,533	6.4
Hispanic	17,964	2.0	18,663	2.0	20,029	2.1	21,751	2.3
American Indian/ Alaskan Native	3,498	.4	3,319	.36	3,404	.37	3,584	.3
Asian of Pacific Islander	11,193	1.2	13,745	1.5	15,336	1.6	18,693	2.0
Nonresident alien	15,012	1.6	15,703	1.7	17,831	1.9	22,573	2.4
Males	455,602		491,655		472,887		466,619	
White[2]	499,602	89.0	435,659	88.6	415,301	87.8	403,516	86.4
Black[2]	25,634	5.1	25,026	5.0	24,544	5.1	24,376	5.2
Hispanic	10,171	2.0	10,238	2.0	10,354	2.1	10,717	2.2
American Indian/ Alaskan Native	1,916	.4	1,797	.36	1,730	.36	1,692	.36
Asian or Pacific Islander	6,318	1.3	7,590	1.5	8,190	1.7	10,010	2.1
Nonresident alien	10,881	2.2	11,345	2.3	12,768	2.7	16,308	3.4
Females	418,788		423,476		443,460		464,964	
White[2]	366,917	87.6	369,527	87.2	384,316	86.6	400,953	86.2
Black[2]	33,486	8.0	33,489	7.9	35,586	8.0	36,157	7.7
Hispanic	7,793	1.9	8,425	1.9	9,675	2.1	11,014	2.3
American Indian/ Alaskan Native	1,582	.4	1,522	.3	1,674	.37	1,892	.4
Asian or Pacific Islander	4,875	1.2	6,155	1.4	7,146	1.6	8,683	1.8
Nonresident alien	4,131	1.0	4,356	1.0	5,063	1.1	6,265	1.3

[1] Excludes degrees not reported by racial/ethnic group. More than 99.5 percent of the degrees conferred at each level were reported by racial/ethnic group.

[2] Non-Hispanic.

SOURCE: U.S. Department of Education, Office for Civil Rights, Data on Earned Degrees Conferred by institutions of Higher Education by Race, Ethnicity and Sex, Academic Year 1976-77, 1979, and unpublished tabulations. Special tabulation prepared by the Hispanic Higher Education Coalition.

VI. Graduate and Professional Education

The number of blacks enrolling in graduate school and the number of Native Americans in graduate or professional school is cause for concern. Between 1976 and 1980, both the number and the percentage of blacks and Native Americans enrolled in graduate school declined. Native American enrollment in professional schools fell dramatically during that period, registering a 35.9 percent decline. All other groups increased their enrollment in graduate or professional schools, except for a 1 percent drop in the number of whites attending graduate school. (See Table 18.) More black and, for the first time, more Native American women than men were enrolled in graduate school. White, Hispanic, and Asian men continued to outnumber women from those groups, but their numerical dominance has been decreasing over the past five years.

Again, despite the rising enrollment of minority women, minorities still constitute a small proportion of graduate school enrollment. In 1980, Asians represented 2.6 percent of enrollments in graduate school, blacks 5 percent, Hispanics 2.2 percent, Native Americans .4 percent nonresident aliens, 14.3 percent and whites 75.7 percent. Once again whites represented a larger percentage of degree recipients than enrollments, receiving 81.9 percent of all master's and 78.8 percent of all doctorate degrees.

Table 18
Master's Degrees[1] Conferred by Institutions of Higher Education in the 50 States and D.C., by Racial/Ethnic Group and Sex: 1975-76, 1976-77, 1978-79, 1980-81

Racial/ethnic group and sex	Master's degrees 1975-76	%	1976-77	%	1978-79	%	1980-81	%
Total	309,263		315,131		299,887		294,182	
White[2]	262,771	85.0	265,147	84.1	249,051	83.0	241,215	81.9
Black[2]	20,345	6.6	21,024	6.6	19,393	6.4	17,133	5.8
Hispanic	5,299	1.7	6,069	1.9	5,544	1.8	6,461	2.1
American Indian/ Alaskan Native	783	.3	967	.3	999	.3	1,034	.3
Asian or Pacific Islander	3,991	1.3	5,115	1.6	5,495	1.8	6,282	2.1
Nonresident alien	16,074	5.2	17,338	5.5	19,405	6.4	22,057	7.4
Males	165,474		166,462		152,274		145,666	
White[2]	139,507	85.0	138,303	83.0	123,754	81.2	115,562	79.3
Black[2]	7,909	4.7	7,769	4.6	7,045	4.6	6,158	4.2
Hispanic	2,868	1.7	3,266	1.9	2,775	1.8	3,085	2.1
American Indian/ Alaskan Native	428	.3	521	.3	495	.3	501	.3
Asian or Pacific Islander	2,490	1.5	3,116	1.8	3,324	2.1	3,773	2.5
Nonresident alien	12,372	7.5	13,487	8.1	14,881	9.7	16,587	11.3
Females	143,789		149,198		147,613		148,516	
White[2]	3,702	2.6	126,844	85.0	125,297	84.8	125,653	84.6
Black[2]	12,536	8.7	13,255	8.8	12,348	8.3	10.975	7.3
Hispanic	2,431	1.7	2,803	1.8	2,769	1.8	3,376	2.2
American Indian/ Alaskan Native	363	.3	466	.2	504	.3	533	.3
Asian or Pacific Islander	1,501	1.0	1,999	1.3	2,171	1.4	2,509	1.6
Nonresident alien	3,702	2.6	3,851	2.5	4,524	3.0	5,470	3.6

[1] Excludes degrees not reported by racial/ethnic group. More than 99.5 percent of the degrees conferred at each level were reported by racial/ethnic group.

[2] Non-Hispanic.

SOURCE: U.S. Department of Education, Office for Civil Rights, Data on Earned Degrees Conferred by Institutions of Higher Education by Race, Ethnicity and Sex, Academic Year 1976-77, 1979, and unpublished tabulations. Special tabulation prepared by the Hispanic Higher Education Coalition.

Blacks received 5.8 percent of master's and 3.8 percent of doctorates, Hispanics 2.1 percent and 1.4 percent of master's and doctorates, Native American .3 percent of each, Asians 2.1 and 2.6 percent, and nonresident aliens 7.4 and 1.2 percent of master's and doctorates, respectively. (See tables 18 and 19.) Only for Asians did men earn more master's degrees than women. Yet, in the attainment of doctorates, for every racial and ethnic group, men surpassed women by far.

The pattern in first professional degrees is somewhat similar: whites received 89.9 percent, blacks 4 percent, Hispanics 2.7 percent, Native Americans .2 percent, Asians 2 percent, and nonresident aliens .9 (See Table 20.) Men are still much more highly represented in professional school enrollments and earned professional degrees than women, and that pattern holds true for all racial and ethnic groups.

Minorities also tend to be concentrated in certain fields such as education, and to receive relatively few degrees in science, engineering, and mathematics. (See Table 21.) This should not be interpreted, however, to mean that minorities are overrepresented in education. In 1979 only 14.1 percent of public elementary and 11 percent of public secondary school teachers were minorities, even though 26.7 percent of all public school students were minorities. Clearly there is a need for more minority teachers, as well as more engineers, biological scientists, physical scientists, and so on.

Table 19
Doctorate Degrees Conferred by Institutions of Higher Education by Racial/Ethnic Group and Sex: 1975-76, 1976-77, 1978-79, 1980-81

Racial/ethnic group and sex	Doctorate Degrees							
	1975-76	%	1976-77	%	1978-79	%	1980-81	%
Total	33,787		33,111		32,664		32,863	
Whites[2]	27,434	81.2	26,836	81.06	26,128	79.9	25,908	78.8
Black[2]	1,213	3.6	1,253	3.7	1,267	3.8	1,265	3.8
Hispanic	396	1.2	522	1.5	439	1.3	479	1.4
American Indian/ Alaskan Native	93	.3	95	.2	104	.3	130	.3
Asian or Pacific Islander	583	1.7	658	1.9	811	2.4	877	2.6
Nonresident alien	4,068	12.0	3,747	11.3	3,915	11.9	4,204	1.2
Males	26,011		25,021		23,477		22,605	
White[2]	20,852	80.2	20,017	80.0	18,423	78.4	17,310	76.5
Black[2]	711	3.0	766	3.0	733	3.1	694	3.0
Hispanic	289	1.1	383	1.5	294	1.2	286	1.2
American Indian/ Alaskan Native	7.	.3	67	.2	69	.2	95	.4
Asian or Pacific Islander	480	1.8	540	2.1	646	2.7	655	2.8
Nonresident alien	3,541	13.6	3,248	12.9	3,312	14.1	3,565	15.7
Females	7,771		8,090		9,187		10,258	
White[2]	6,582	84.6	6,819	84.1	7,705	83.8	8,598	83.8
Black[2]	442	5.7	487	6.0	534	5.8	571	5.5
Hispanic	107	1.4	139	1.7	145	1.5	193	1.8
American Indian/ Alaskan Native	16	.2	28	.3	35	.3	35	.3
Asian or Pacific Islander	103	1.3	118	1.4	165	1.7	222	2.1
Nonresident alien	527	6.8	449	5.5	603	6.5	539	5.2

[1] Excludes degrees not reported by racial/ethnic group. More than 99.5 percent of the degrees conferred at each level were reported by racial/ethnic group.

[2] Non-Hispanic.

SOURCE: U.S. Department of Education, Office for Civil Rights, Data on Earned Degrees Conferred by institutions of Higher Education by Race, Ethnicity and Sex, Academic Year 1976-77, 1978-79, 1980-81. Special tabulation prepared by the Hispanic Higher Education Coalition.

Table 20
First-Professional Degrees[1] Conferred by Institutions of Higher Education by Racial/Ethnic Group and Sex: 1975-76, 1976-77, 1978-79, 1980-81

Racial/ethnic group and sex	First Professional Degrees 1975-76	%	1976-77	%	1978-79	%	1980-81	%
Total	62,085		64,133		68,611		71,686	
White[2]	56,332	90.7	58,422	91.0	62,430	90.9	64,492	89.9
Black[2]	2,694	4.3	2,537	3.9	2,836	4.1	2,929	4.0
Hispanic	1,079	1.7	1,076	1.6	1,283	1.8	1,951	2.7
American Indian Alaskan Native	189	.3	196	.3	216	.3	191	.2
Asian or Pacific Islander	962	1.5	1,021	1.5	1,205	1.7	1,454	2.0
Nonresident alien	829	1.3	701	1.0	641	.9	669	.9
Males	52,365		51,980		52,425		52,419	
White[2]	47,819	91.3	47,777	91.9	48,123	91.7	47,581	90.7
Black[2]	2,016	3.8	1,761	3.3	1.783	3.4	1.771	3.3
Hispanic	915	1.7	893	1.7	989	1.8	1,407	2.6
American Indian/ Alaskan Native	163	.3	159	.3	150	.2	133	.2
Asian or Pacific Islander	753	1.4	776	1.4	860	1.6	990	1.8
Nonresident alien	699	1.3	614	1.1	520	.9	537	1.0
Females	9,720		11,973		16,186		19,267	
White[2]	8,513	87.6	10,645	88.9	14,307	88.3	16,911	87.7
Black[2]	678	7.0	776	6.4	1,053	6.5	1,158	6.0
Hispanic	164	1.7	183	1.5	294	1.8	544	2.8
American Indian/ Alaskan Native	26	.3	37	.3	66	.4	58	.3
Asian or Pacific Islander	209	2.2	245	2.0	345	2.1	464	2.4
Nonresident alien	130	1.3	87	.7	121	.7	132	132.6

[1] Excludes degrees not reported by racial/ethnic group. More than 99.5 percent of the degrees conferred at each level were reported by racial/ethnic group.

[2] Non-Hispanic.

SOURCE: U.S. Department of Education, Office for Civil Rights, Data on Earned Degrees Conferred by institutions of Higher Education by Race, Ethnicity and Sex, Academic Year 1976-77, 1978-79, 1980-81. Special tabulation prepared by the Hispanic Higher Education Coalition.

Table 21
Earned Degrees and Indicators of Concentration in Selected Fields, 1980-81

	Engineering #	Engineering % of Concentration*	Physical Sciences #	Physical Sciences % of Concentration	Education #	Education % of Concentration	Social Sciences #	Social Sciences % of Concentration
Asians								
Bachelor's	3,038	16.2	577	3.09	723	3.8	1,633	8.7
Master's	1,079	17.1	153	2.4	973	15.4	233	3.7
Doctorate's	191	21.7	106	12.0	105	11.9	72	8.2
Blacks								
Bachelor's	2,432	4.0	886	1.4	9,494	15.6	8,108	13.3
Master's	260	1.5	107	0.6	8,645	50.4	615	3.5
Doctorate's	24	1.8	32	2.5	614	48.5	100	7.9
Hispanics								
Bachelor's	1,410	4.2	396	2.1	2,847	8.6	2,863	8.6
Master's	278	3.7	55	0.73	2,381	38.0	280	3.7
Doctorate's	23	4.8	23	4.8	140	29.2	52	10.8
Native American's								
Bachelor's	192	5.3	64	1.7	569	15.8	472	13.1
Master's	31	2.9	11	1.0	453	43.8	44	4.2
Doctorate's	5	0.5	4	0.4	57	43.8	12	1.3

*The % of concentration indicates the proportion of all degrees earned by an ethnic or racial group by field. For example 50.4% of all Master's earned by Blacks in 1980 were awarded in Education.

SOURCE: U.S. Department of Education, Office for Civil Rights, Earned Degrees Conferred by Institutions of Higher Education by Race, Ethnicity, Sex and Field, 1980-81. Special tabulation prepared by the American Council on Education and the Hispanic Higher Education Coalition.

VII. Minority Professionals In Higher Education

Some 1979 data from the Equal Employment Opportunity Commission (EEOC) show that 91 percent of all faculty were white while only 4.4 percent were black, 1.5 percent Hispanic, 2.9 percent Asian, and .2 percent Native American. At the executive/administrative/managerial level, 90 percent were white, 7.4 percent black, 1.4 percent Hispanic, .9 percent Asian, and .3 percent Native American. Men by far outnumbered women in both the faculty and administrative ranks. Black women were relatively the best-represented minority, constituting 38.9 percent of black administrators and 45.8 percent of black faculty in 1979. For whites, Hispanics, Native Americans, and Asians, the proportion of women administrators and faculty fluctuated between 25 and 33 percent. (See Table 22.)

These figures, however, mask one important aspect of minority representation: the number of U.S. minorities employed in those positions as opposed to the number of foreign scholars or non-resident aliens. Because the EEOC does not distinguish between U.S citizens and noncitizens in its reports, the number of U.S. minorities in leadership positions is even lower than that which appears at first. Many of the Asians and Hispanics counted in the faculty, for example, might be visiting scholars from China, Taiwan, Argentina, or Spain. While those people certainly make valuable contributions to their campuses and fields of studies, they are not Asian-Americans or Chicanos, Puerto Ricans or other U.S. minorities, as the categories might suggest.

In terms of occupational distribution, white and Asian workers employed by higher education institutions are concentrated in faculty positions. Native Americans are most highly represented among secretaries and clerical workers and Hispanics and blacks among service maintenance workers. (See Table 23.) Not surprisingly, those patterns mirror the trends in the U.S. economy as a whole, in which over 50 percent of whites are employed in white-collar jobs. Blacks, Hispanics, and Native Americans are clustered in blue-collar jobs as machine operators and laborers and in service jobs such as food service and janitorial work.

Other measures of occupational distribution, such

Table 22
Participation Rates: Total Full-Time Employees in Institutions of Higher Learning
All Occupational Activities United States Summary, 1979

	Total		White*		Minority		Black*		Hispanic		Asian Am/ Pacific Is		Amer Ind/ Alaskan Natv	
	Number	PCT.	Number	PCT.	Number	PCT.	Number	PCT.	Number	PCT.	Number	PCT.	Number	PCT.
MALE														
Exec/Adm/Manag	78,076	72.6	71,216	66.2	6,860	6.4	4,876	4.5	1,100	1.0	639	0.6	245	0.2
Faculty**	334,409	74.0	307,308	68.0	27,101	6.0	10,678	2.4	4,950	1.1	10,700	2.4	773	0.2
Prof. NonFaculty	101,469	48.1	89,[illegible]	42.3	12,353	5.9	5,725	2.7	2,112	1.0	4,103	1.9	408	0.2
Secr/Clerical	23,282	7.2	16,782	5.2	6,500	2.0	4,258	1.3	1,391	0.4	733	0.2	118	***
Tech/Para-Prof	55,087	44.8	44,549	36.2	10,538	8.6	6,597	5.4	2,269	1.8	1,462	1.2	210	0.2
Skilled Craft	50,836	94.2	43,541	80.7	7,295	13.5	4,783	8.9	1,890	3.5	336	0.6	286	0.5
Serv/Maint	121,760	59.9	75,930	37.4	45,830	22.6	35,458	17.4	8,252	4.1	1,489	0.7	631	0.3
Total	764,547	51.9	648,130	44.0	116,417	7.9	72,373	4.9	21,894	1.5	19,480	1.3	2,670	0.2
FEMALE														
Exec/Adm/Manag	29,476	27.4	25,535	23.7	3,941	3.7	3,100	2.9	428	0.4	324	0.3	89	0.1
Faculty**	117,598	26.0	103,834	23.0	13,764	3.0	9,013	2.0	1,959	0.4	2,487	0.6	305	0.1
Prof. NonFaculty	109,449	51.9	93,150	44.2	16,299	7.7	9,962	4.7	1,734	0.8	4,261	2.0	342	0.2
Secr/Clerical	298,694	92.8	246,340	76.5	52,354	16.3	37,666	11.7	9,356	2.9	4,221	1.3	1,111	0.3
Tech/Para-Prof	67,944	55.2	49,909	40.6	18,035	14.7	13,973	11.4	1,825	1.5	1,981	1.6	256	0.2
Skilled Craft	3,102	5.8	2,302	4.3	800	1.5	659	1.2	92	0.2	35	0.1	14	***
Serv/Maint	81,481	40.1	41,775	20.6	39,706	19.5	34,616	17.0	3,892	1.9	811	0.4	387	0.2
Total	708,028	48.1	563,178	38.2	144,850	9.8	108,929	7.4	19,264	1.3	14,156	1.0	2,501	0.2
TOTAL														
Exec/Adm/Manag	107,552	100.0	96,751	90.0	10,801	10.0	7,976	7.4	1,528	1.4	963	0.9	334	0.3
Faculty**	452,007	100.0	411,142	91.0	40,865	9.0	19,691	4.4	6,909	1.5	13,187	2.9	1,078	0.2
Prof. NonFaculty	210,918	100.0	182,266	86.4	28,652	13.6	15,687	7.4	3,846	1.8	8,369	4.0	750	0.4
Secr/Clerical	321,976	100.0	263,122	81.7	58,854	18.3	41,924	13.0	10,747	3.3	4,954	1.5	1,229	0.4
Tech/Para-Prof	123,031	100.0	94,458	76.8	28,573	23.2	20,570	16.7	4,094	3.3	3,443	2.8	466	0.4
Skilled Craft	53,938	100.0	45,843	85.0	8,095	15.0	5,442	10.1	1,982	3.7	371	0.7	300	0.6
Serv/Maint	203,241	100.0	117,705	57.9	85,536	42.1	70,074	34.5	12,144	6.0	2,300	1.1	1,018	0.5
Total	1,472,375	100.0	1,211,308	82.3	261,267	17.7	181,302	12.3	41,158	2.8	33,036	2.3	5,171	0.4

*Not of Hispanic Orign
**Includes full-time faculty with less than 9-10 month contract
***Less than 0.05 percent

NOTE: Percents may not add to 100.0, due to rounding

SOURCE: Higher Education Staff Information Report (EEO-6), Equal Employment Opportunity Commission

Table 23
Occupational Distribution (%): Total Full-Time Employees in Institutions of Higher Education, U.S. Summary, 1979

Race/Ethnic Group	Total Number	Total Percent	Occupational Activity: Exec/ Adm/Mangr	Faculty**	Prof/Non-Faculty	Secr./ Clerical	Tech./ Para-Prof.	Skilled Craft	Service Maint.
Total	1,472,575	100.0	7.3	30.9	14.3	21.4	8.4	3.7	13.8
Male	764,547	100.0	10.2	44.0	13.3	3.0	7.2	6.6	15.9
Female	708,028	100.0	4.2	16.8	15.5	41.3	9.6	0.4	11.5
White*	1,211,308	100.3	8.0	34.2	15.0	21.3	7.8	3.8	9.7
Male	648,130	100.0	11.0	47.6	13.7	2.5	6.9	6.7	11.7
Female	563,178	100.0	4.5	18.6	16.5	42.9	8.9	0.4	7.4
Minority	261,267	100.0	4.1	15.8	11.0	22.0	10.9	3.1	32.7
Male	116,417	100.0	5.9	23.4	10.6	5.5	9.1	6.3	39.4
Female	144,850	100.0	2.7	9.6	11.3	35.3	12.5	0.6	27.4
Black*	181,302	100.0	4.4	10.9	8.7	22.6	11.3	3.0	38.7
Male	72,373	100.0	6.7	14.9	7.9	5.7	9.1	6.6	49.0
Female	108,929	100.0	2.8	8.3	9.1	33.8	12.8	0.6	31.8
Hispanic	41,153	100.0	3.7	16.9	9.3	25.6	9.9	4.8	29.5
Male	21,894	100.0	5.0	22.7	9.6	6.2	10.4	8.6	37.7
Female	19,264	100.0	2.2	10.3	9.0	47.6	9.5	0.5	20.2
Asian Am/Pac. Is.	33,636	100.0	2.9	39.5	24.9	14.4	10.2	1.1	6.8
Male	19,480	100.0	3.3	55.2	21.1	3.7	7.5	1.7	7.6
Female	14,156	100.0	2.3	17.7	30.1	29.2	14.0	0.2	5.7
Am. Ind/Alaska Nat	5,171	100.0	6.5	21.2	14.5	23.1	9.0	5.8	19.7
Male	2,670	100.0	9.2	29.5	15.3	4.1	7.9	10.7	23.6
Female	2,501	100.0	3.6	12.3	13.7	43.3	10.2	0.6	15.5

*Not of Hispanic Origin
**Includes full-time faculty with less than 9-10 month contract

NOTE: Percents may not add to 100.0, due to rounding

SOURCE: Higher Education Staff Information Report (EEO-6), Equal Employment Opportunity Commission, 1979

as the type of position minority faculty members hold, are difficult to measure because of limitations in the data. Because EEOC provides no current data on the percentages of minorities who are professors, associates, assistants, or lecturers, making estimates of their concentrations in various levels of the faculty ranks is nearly impossible. Additionally, EEOC has not issued a report on faculty by racial and ethnic group since 1979 and has no idea when it will issue the next one. Little information is available on minority faculty by discipline or by type of institution. In short, the data available on minority faculty and administrators are limited, but the information that exists shows that their representation at this time is low.

VIII. Conclusions

This summary gives an overview of the status of minority education in the United States and suggests certain areas requiring greater attention. As has been shown, although minority education has improved since the early 1970s, the gains in access and achievement have not been as large as is usually assumed.

Michael Olivas, director of the University of Houston's Institute for Higher Education Law and Governance summed it up as follows:

> Today, the barriers at federal, state, and institutional levels have become more subtle, though no less impenetrable. Nearly . . . [thirty-five] years of civil rights legislation have not substantially improved the condition of . . . [minority] education, while, ironically, the prevailing illusion of substantially increased access has forestalled necessary changes in existing systems. Thus . . . [minorities] find themselves under served by programs designed to redress inequities, and ill served by the popular notion that inequities no longer exist.

Although Olivas's remarks are specifically directed to Hispanics, they apply equally to the situation of all minorities in higher education.

As educators look toward the future, the role and representation of minorities must be a matter of concern. It is hoped that this information will prove useful in analysis of the issues and design of strategies to effect significant changes in the enrollment, retention, hiring, and promotion of minorities in institutions of higher education.

Endnotes

1. In this report, *Hispanic* includes Puerto Ricans, Chicanos, Cubans, Central and South Americans, and others of Spanish origin. When possible, data are provided on the specific Hispanic ethnic group. However, much of the data on Hispanics are not classified according to such groups; therefore, it is often necessary to use the larger term, rather than referring to the specific group.

2. Cary Davis, Carl Haub, and JoAnne Willette, *U.S. Hispanics: Changing the Face of America*, Population Reference Bureau, Vol. 38, No. 3., Washington D.C., June 1983, p. 8.

3. These projections are based on certain assumptions of growth and immigration rates. Alternative projections estimate that Hispanics will be 11 percent of the population by 2020.

4. The *Washington Post*, August 3, 1983.

5. Gary Orfield, quoted in Oscar Uribe, and Franco Alejandro, "Societal Forces Limiting Hispanic Student Access to Higher Education; The Economic and Social Cost of Being Brown in a White Educational System," presented at the Hispanic Higher Education Coalition policy symposium in Racine Wisconsin, June 21-23, 1983, p. 6.

6. Harold Hodgkinson, Presentation at the Conference on Educational Leadership, Washington, D.C., June 1983.

7. See Educational Testing Service Profiles of College Bound Seniors, 1982.

8. Hodgkinson, supra.

9. Alexander Astin, *Minorities in American Higher Education* (San Francisco: Jossey-Bass Publishers, 1982), p. 132.

10. George H. Brown, Nan L. Rosen, Susan T. Hill, and Michael Olivas, *The Condition of Education for Hispanic Americans* (Washington, D.C.: National Center for Education Statistics, 1980), p. 184.

11. Michael Olivas and Ed Marcus, *Selected Statistics on the Education of Hispanics* (Washington, D.C.: National Center for Education Statistics, 1982), p. 3.